

Kettering Childcare

Ground Floor, The Time Complex, School Lane, KETTERING, Northamptonshire,
NN16 0DH



Inspection date

Previous inspection date

4 December 2017

10 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, management have made significant changes, which have had a very positive impact on the nursery. There have been major improvements to how staff plan for children's learning and use their observations and assessments. Risk assessments are effective, the premises are safe and effective use is made of the available space.
- Children benefit from the positive and engaging manner of staff as they join-in with their play. Staff are effective in their teaching. They demonstrate how to do things and encourage children to think about how they can extend their play and interests.
- Children are safe. Children are able to move freely between the rooms, which have a good range of activities. Children are cared for in a mixed age group. Staff manage this well, providing appropriate supervision and support for all children.
- Suitable procedures are in place for the hygienic preparation of food. Children learn about the benefits of personal hygiene and of leading a healthy lifestyle.

It is not yet outstanding because:

- The assessment of staff performance does not identify precisely enough what they need to improve, to ensure the good level of practice remains consistently high.
- On occasion, staff do not provide parents with detailed enough information about their child's activities, so they know about their child's learning at the nursery.
- Sometimes, children do not have time to develop their thinking and language skills fully, as staff ask questions but do not give them enough time to respond.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the performance management of staff, to promote highly focused ongoing professional development
- enhance the partnerships with parents, to share information about their child's time at the nursery in greater detail
- focus more precisely on ensuring that children have enough time to think about what they want to say, before moving on too rapidly with conversations.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outside, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the registered person, the manager and with two members of staff. She looked at relevant documentation and checked the suitability of staff working in the nursery.
- The inspector spoke with children during the inspection.
- The inspector spoke with a number of parents on the day and took account of their views. She also looked at information from parents on the nursery parent questionnaires.

Inspector

Melanie Eastwell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff complete training in safeguarding and they know the procedures to follow in the event of child protection concerns. The procedures for the recruitment and induction of suitable staff are effective. There are regular checks to establish the ongoing suitability of staff. All but one staff member holds a paediatric first-aid certificate and children who have accidents receive appropriate treatment. Staff keep a record of accidents and share this information with parents. Recent changes have resulted in a strong staff team that works together well, to ensure they meet children's needs. The owner and manager are committed to the ongoing professional development of staff, and recognise their individual skills. However, training is not focused sharply enough. Management monitor practice and respond to children's changing needs. They have clear plans for continued improvement.

Quality of teaching, learning and assessment is good

Teaching is good. Staff support children's developing communication skills well. For instance, they use clear language and descriptive words. Children talk about how dry sand changes when they add water, and how it sticks to their hands and feet. Children enjoy playing with a ball in the garden. A member of staff explains that it is going up in the air, and children repeat this enthusiastically, as they throw the ball again. Children receive a consistent approach to their learning. Parents are provided with ideas to help them continue their child's learning at home. Children take favourite books and toys to enjoy at home with their parents, and staff read the same stories again at the nursery. Effective observations of children's activities help staff to identify and follow children's interests. Information from the accurate assessments results in children receiving the extra support they require to help them make good progress.

Personal development, behaviour and welfare are good

Children settle in well when they start attending. Staff work closely with parents to meet children's individual needs, such as seeking information about their care routines, abilities and interests. Children are confident in the nursery. They show a clear attachment to the staff and quickly become familiar with moving between the rooms, where there is a good range of activities and toys. Staff know the children well and provide them with the individual support and reassurance they need. Children behave well. They understand the expectations for behaviour, and respond to the consistent approach from staff. Effective strategies are in place that help children know the daily routines, and this promotes their feelings of well-being. Children make friendships and show respect for one another.

Outcomes for children are good

Children are confident and independent as they choose what they want to do, and serve themselves at mealtimes. Children are confident to use numbers in activities, such as songs and rhymes. These skills help prepare children for the next stage in their learning and for starting school.

Setting details

Unique reference number	EY537792
Local authority	Northamptonshire
Inspection number	1111935
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	47
Number of children on roll	22
Name of registered person	SJS Childcare Limited
Registered person unique reference number	RP535080
Date of previous inspection	10 August 2017
Telephone number	07870640866

Kettering Childcare registered in 2016 and is managed privately. The nursery employs six members of childcare staff. Of these, five hold early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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